DOCUMENT RESUME

ED 227 260 CE 035 281

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TITLE Job Simulation--The Future in Business and Office Education.
PUB DATE [Dec 82]
NOTE 20p.; Presented at the American Vocational Association Convention (St. Louis, MO, December 3-7, 1982).
PUB TYPE Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Business Education; Career Exploration; *Computer Assisted Instruction; *Computer Programs; Educational Benefits; Instructional Materials; Job Skills; Job Training; Microcomputers; *Office Machines; *Office Occupations Education; Office Practice; Program Effectiveness; Secondary Education; *Simulation
IDENTIFIERS *CHOICE Courseware; Job Simulations

ABSTRACT

Unlike ordinary computer simulations that imitate the conditions of a real-life situation and allow several variables to be input, job simulations program a microcomputer to simulate the functions of one or more pieces of business or office equipment and to provide hands-on, interactive instruction to students on how to use that equipment. Good job simulation programs perform at least five functions. They simulate the functions and operations of a business system, provide exercise data for students to input into the simulated system, provide hands-on experience in the use of business forms and processes, give instant feedback to students on their performance, and record and store student performance scores for later evaluation by instructors. While job simulation programs are not without their limitations, they are worth their price in that they provide realistic job-task training in a manner that is challenging but does not create a threat of failure. (Appended to the report are descriptions of 27 business and office job simulation programs that are part of the Courseware for Hands-On Individual Computerized Education (CHOICE) microcomputer job simulation series.) (MN)

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JOB SIMULATION -- THE FUTURE IN BUSINESS AND OFFICE EDUCATION

by

Quentin T. Wells

Most computers and programs in the business world perform their functions very well. They were designed to do a job and they do it. And that's precisely what's wrong with them as educational tools. The jobs they are intended to do almost never include student instruction. And yet, that's exactly how they're usually used in the classroom. The result is predictable. Students don't learn effectively from them and teachers are frustrated trying to teach from them. They're production systems, not instructional, and that's an important distinction to make.

Word-processing systems process and produce text as directed by the operator. But none of them instruct the operator in word processing, provide exercises and evaluation, or give any direction how the program or equipment is used. They're all production rather than instructional systems.

Electronic cash registers are a still more striking example. Highly efficient in recording sales, they provide no instruction whatever to their operators, who must be trained by a teacher not only to use the machine, but to perform peripheral tasks: counting money, identifying checks, making credit card sales, etc. Again it's a production, not an instructional system. It performs the work but doesn't teach how to perform it.

There are, however, some programs that actually teach the machine functions used in today's business offices. They're a specialized form of simulation called job simulation programs. They offer a fascinating method for students to learn how computers operate and how to operate them in business, simultaneously.

Ordinary computer simulations imitate the conditions of a real-life situation and allow several variables to be input. They permit students to try out different strategies and observe the results of their decisions.

Job simulations go further. They program a microcomputer to simulate the functions of one or more pieces of business or office equipment and to provide hands-on, interactive instruction to the student on how to use that equipment. Good job simulation programs perform at least five functions:

1. Simulate the functions and operation of a business system.
2. Provide exercise data for the student to input into the simulated system.
3. Provide hands-on experience in the use of business forms, data and processes.
4. Evaluate the input and give instant feedback to the student on

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performance.
5. Record and store the student's performance scores for later evaluation by the instructor.

Business job simulations are adaptations of a technique used very widely in the transportation and medical fields. There are now computer simulations which teach people how to operate every kind of moving vehicle including trucks, tanks, surface vessels, submarines, railway and subway trains, automobiles and aircraft. Astronauts routinely simulate every detail of their missions under controlled and replayable conditions on the ground. Medical researchers and sophisticated surgical teams simulate, sometimes for years, the procedures they intend to use before they are ever tried on a living patient.

As these examples indicate, job simulation training is highly regarded wherever the risk or cost of failure in the real-life situation is high. Crashes in a flight simulator cause no loss of life or property.

Computers, however, have expanded the scope of job simulation dramatically. The need for effective computer training in all managerial and clerical occupations has grown rapidly. Fortunately, the technology that created this problem can also supply the solution. Computers simulate a wide variety of job functions and business management situations cheaply and effectively. In fact, the equipment they simulate best is themselves.

Job simulation programs provide several highly effective learning experiences for the student. Among these are:

1. Computer literacy and hands-on experience. The student learns on a computer how a computer functions, the enormous number of tasks it can be programmed to perform, and the basic methods by which it performs them. Hands-on computer operating experience in a business environment is also acquired. In a job market where an estimated 75% of all positions will be computer-interactive by 1985, this experience is critical.

2. Realistic job task training. A single computer can simulate many business functions. The student receives tasks and training instructions in each application and performs the job functions as if using the actual system. Experience and knowledge gained can be transferred to on-the-job situations with minimum difficulty.

3. Experience in the use of detailed instruction manuals such as those routinely employed on the job to train employees. The student becomes accustomed to the use of step-by-step written instructions without continual verbal reinforcement.
4. Extensive student-computer interaction. The computer is used as a line instructor rather than as a printed page. It directs the student in task performance, simulates the equipment, permits

the student to input data and extract output from this equipment, and evaluates performance.

5. Exposure to business forms, documents and processes as they actually relate to job tasks. The student uses these items in performing the simulated tasks in the simulation.

6. Instant evaluation and feedback. The student is checked at each step of the simulation. Errors can be noted and corrected, steps repeated for greater emphasis, or the program can branch to provide additional drill and instruction where areas of difficulty are encountered. All evaluation is performed within the simulation environment. The student can see the result of inaccurate work in the job task and relate it to the importance of correct performance on the job.

7. Repetition as required for learning reinforcement. The simulation can be repeated as often as required until the student feels comfortable with the work situation and can perform the tasks effectively.

8. Non-judgmental learning environment. This is particularly important for the slower learner. Simulation provides tasks, instructions, and evaluation of performance in a strictly objective fashion. The student learns without concern about competition or comparison with others. The computer is recognized as a machine and its consistency and objectivity causes the student to relate to it as an object to be controlled and mastered rather than as an adversary to be overcome.

9. Individualized, self-paced instruction. Each student can complete a simulation program at his or her own rate. Even when a program is network-loaded to a series of microcomputers, each machine runs independently and provides personalized instruction to every student.

10. Computerized scoring and grading. Because a simulation program presents the student with preprogrammed, structured exercises to complete, the correct responses can also be programmed and the student's performance scored and graded entirely by the computer. There is no longer any need for either the instructor or other students to grade work performance. Student scores can be aacumulated automatically and stored by the computer for later review by the instructor. Individual scores can be analyzed and compared with class or school averages and more broadly based norms. No active classe time need be devoted to record keeping tasks since all scores are kept in storage by the computer.

11. Largely Instructor-Independent Learning. Job simulation programs free the instructor from teaching every machine concept and function to the class as a group. The computer becomes a genuine educational tool which accomplishes basic instruction processes while allowing the teacher to concentrate on individual

roblem areas and questions.

These features reveal several inherent advantages of job simulation instructional programs over production equipment and software. The first and most important of these is the instructional ability of simulations, which is simply not available in most production programs. Job simulations teach students how to perform functions rather than merely performing those functions as directed by an already-trained operator.

Job simulation programs offer high versatility with a minimum of equipment. A single microcomputer can accomplish many job simulations. Special purpose computers, word processors and cash registers for example, are by design very limited in application. They are also usually more expensive than general purpose computers which indicates a third advantage of job simulation programs.

They are highly cost, space and useful life effective when compared to production equipment and software. The cost of s single word processing system may be 5 to 8 times greater than a microcomputer capable of running excellent quality simulations. An equal investment will therefore buy only one production station in comparison to half a dozen general purpose computers, each equipped with a job simulation program that teaches an application instead of merely performing it.

Since one computer can perform many simulation functions, less total equipment is needed and special purpose units are not left to stand idle when students move to other phases of instruction. Space requirements are also reduced.

Finally, job simulation programs can be updated at far less expense than special purpose production equipment or software. This advantage is becoming daily more important as the pace of computer development accelerates.

The above discussion might lead to the conclusion that job simulation programs consist entirely of benefits without liabilities. Alas, such is not the case. It's good to know the limitations of these programs so that they won't be subjected to the same misuse and abuse that has befallen many production programs.

Job simulation programs are not user programs any more than vice versa. They are usually not adequate for heavy production applications. They permit the student to apply the instruction provided to specific exercises, but these are limited and the program should not be expected to perform beyond its design capability.

Because they are usually designed to teach the generic functions of an application, job simulations are not adequate to train a student in the operation of a specific piece of equipment. All

the principles in the operation of the PARS airline reservation network can be taught using simulation, but the specific operation of a brand name terminal connected to the system, will probably not be covered. Making a job simulation equipment-specific reduces the scope of its use. If sales are limited, the price will be higher. Most simulations maintain a generic approach to instruction.

And last, the cost. Good job simulation requires complex programming. Four major program functions are required instead of the one performed by a typical production program. Most programs also require extensive documentation and student work materials. All these items add to costs. There aren't any job simulation programs in the $10.00 price range. Most will range upward from $100.00.

But the job they do is worth the price. Job simulation teaches. These programs imitate on-the-job equipment, generate exercise data, permit input, evaluate responses, provide instant feedback, store accumulated scores and do it all in a self-paced, objective, enetertaining way. Students love them. They make a challenge out of learning without creating a threat of failure. Their technique transfers all the ingrained appeal of an arcade game to the real world of work. They make learning real, fascinating and fun.

Described on the following pages are the CHOICE series of 27 busines and office job simulation programs.

CHOICE BUSINESS AND OFFICE
MICROCOMPUTER JOB SIMULATOR SERIES

INTRODUCTION

CHOICE (Courseware for Hands-On Individual Computerized Education) is a series of hands-on job samples in the 27 business and office occupations offering the largest number of job openings in the 80's. Job samples are designed to teach career exploration and job entry skills. They also develop communications and computer literacy skills which are valuable in personal life.

Each job sample uses a microcomputer as a Job Simulator which functions as both a means and an object of instruction. The courseware programs the microcomputer to simulate office equipment and job tasks.

The instructional components common to each job sample are:
- Student-friendly, menu-driven, bullet proofed courseware with backup copy.
- Self-paced student manual (SM) consisting of 8.5 X 11" pages with text, drawings and pictures to provide detailed job task instructions and career related information (SM pages specified in individual listings.)
- Audio narration tape of manual text to provide reading reinforcement.
- Job folder containing applicable business forms, documents and supplies.
- Automated student evaluation.
- Teacher aids.
- Student self-evaluation resume and career profile.
- All course components are contained in a self storage sleeve box.

Norms, expressed in 50 minute class periods, are given for each job sample in the listings.

Minimum microcomputer specifications:

TRS-80 Model III - 32K cassette I/O or 48K with
Disk Drive 0
Apple II - 48K with:
Apple Disk Drive 1.
Monitor
Dos 3.3
Enhanceware Lower Case Generator
Hard Wiring of shift key
Thunderclock Clock Card installed Slot 4
Applesoft language in ROM or board
Apple II Plus - 48K
Same as Apple II except Applesoft language not required.
IBM-PC - 48K with Disk Drive A

Special equipment requirements (codes follow prices in listings):

A = 10-Key keypad (Apple only - standard on other microcomputers).
B = 10-Key printing calculator, Victor Model 120
C = 10-Key printing calculator, Victor Model 120 or equivalent
D = Specially equipped auxiliary work table (write for specifications and price)
E = IBM Selectric typewriter or equivalent
F = Special equipment: Cash drawer, credit card imprinter, play money - Price: $79
G = Special equipment: Teller's form holder, play money - Price: $59

A printer is optional on all computers.

A "Demo" package is designed into each job sample. Each shipment consists of sealed and unsealed materials. The unsealed diskette and instructional materials can be evaluated for the educational features and value of the program. If not applicable to your needs, return all materials in saleable condition with the sealed materials unopened, shipping prepaid, within 30 days, and the purchase price will be refunded.

JOB SAMPLE DESCRIPTIONS

WELCOME TO CHOICE BUSINESS

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 81 Pages

A hands-on microcomputer literacy course to familiarize the student with the operation of the microcomputer and the techniques and operational procedures used in each job sample. This introductory course is mandatory. Included with this program are a set of quick reference cards on computer operation and the CHOICE Teacher's Guide, a 70 page "how to" book for teachers which contains all administrative forms and gives full instructions on the use of the job samples and related equipment. Also included is the Teacher's Read Program, which is designed to compile the data collected from Student Profile Tapes into reports showing student raw scores, elapsed times, performance and completion date by individual job sample and by student name. The program also takes the above student data and compiles it to obtain class/school data for averages, deviations and grading guidelines. Data can be displayed on screen or printed on the optional printer.
$375 (Free with six or more job samples)

CHOICE #200 KEYBOARD TUTOR

TRS-80 Model III -- Apple II -- IBM-PC

Job Skills Training - Norm 16-180 - SM 105 Pages

A complete universal keyboard instruction course in 12 modules, each containing 6 menu items. Each module introduces the student to 5 or 6 new keys, which are learned one at a time through a series of keyboard drills utilizing words composed only of learned characters. Speed goal selection from 20 to 100 wpm. Individual character evaluation and cumulative speed totals. Menu items in each module drill student in accuracy, grammar, spelling, thinking while typing, observation and memory retention, and speed. Includes practice typing selections which instructor can supplement. Arcade game drills motivate students to acquire speed and accuracy as they improve keyboard skills. Designed to bring students to employable keyboard skill level. $395

CHOICE #203 BOOKKEEPER

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 83 Pages

Introduces students to payroll bookkeeping functions typical of daily work tasks in this occupation. The student completes general drills in operation of a 10-key pad and printing calculator, totals a series of employee time cards provided, and uses the microcomputer to complete these tasks: prepare a payroll register, enter data on employee earnings records, print simulated payroll checks, prepare a U.S. government tax form 941 and complete a quarterly tax payment check to accompany it. $395 A, C

CHOICE #208 CASHIER

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 85 Pages

Introduces students to the work tasks of a retail cashier. The student learns to count money and place it properly in a cash drawer. The microcomputer functions successively as a mechanical and several types of electronic point of sale recorder while the student completes cash sales, check sales, charge sales, and discount sales. The student also opens and closes a cash drawer for the day and completes work forms. $395 A, F

CHOICE #210 FILE CLERK

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 3 - SM 79 Pages

Introduces students to the work tasks of a file clerk. Using the microcomputer as an electronic indexing system, the student organizes files alphabetically, numerically and according to the Dewey decimal system. Cross references are prepared for files and entered in the system. The student also practices entering new file information into the electronic system and retrieving previously stored documents from the files. $395

CHOICE #215 OFFICE MACHINE OPERATOR

TRS-80 Model III -- Apple II -- IBM-PC

Job Skills Training - Norm 5-180 - SM 74 Pages

A complete job skills training course designed to teach touch 10-key keypad skills and printing calculator operation at an employable level. The student learns touch operation of the keypad 3 keys at a time on the microcomputer and builds speed and accuracy through a random generated series of drills. Basic ten-key operation is then transferred to a printing calculator which also uses random speed and accuracy drills generated by the microcomputer. Math functions on the calculator are explained and the student uses acquired skills to total columns and perform other work tasks typical of this occupation. $395 A, B

CHOICE #220 RECEPTIONIST

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 65 Pages

Introduces students to the work tasks of a receptionist. The microcomputer functions as a simulator generating situations to which the student must respond. Activities covered include receiving and directing visitors, receiving and transfering telephone calls, responding to a call from a dissatisfied customer, placing a call for an executive, arranging a conference appointment for two individuals, and sorting and routing incoming mail. Several types of telephone equipment are simulated. $395

CHOICE #221 GENERAL SECRETARY

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 3 - SM 64 Pages

Introduces students to general secretarial responsibilities. The student is drilled in spelling, grammar and punctuation skills required for this occupation. The microcomputer serves as a simulator generating situations to which the student must respond, including reception of visitors and response to telephone calls. The student also key enters into the microcomputer several documents dictated from an audio tape and transcribed in shorthand or script. $395

CHOICE #223 ADMINISTRATIVE SECRETARY

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 2 - SM 65 Pages

Introduces students to administrative secretarial tasks. The microcomputer simulates situations to which the student must respond including reception of visitors, reception and transfer of incoming calls and response to a call from a customer. The student also places calls for an individual, schedules appointments for two executives and sorts and routes mail. $395

CHOICE #224 TECHNICAL (LEGAL) SECRETARY

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 3 - SM 78 Pages

Introduces students to legal secretarial job tasks. Specialized knowledge required in this occupation is emphasized including vocabulary and legal documentation. The student responds to microcomputer generated simulations of telephone calls and appointment scheduling, researches and key enters a legal document from stored base data in the computer, takes and transcribes dictation, and key enters several legal documents from research materials or drafts. $395

CHOICE #230 STENOGRAPHER

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 3 - SM 78 Pages

Introduces students to stenographic job tasks. The basic types and methodology of shorthand systems and speedwriting are explained and the student is drilled by the microcomputer in required skills. The student receives dictation from an audio tape and from the microcomputer screen and prepares documents from this dictation. A stenotype simulation is also given. $395

CHOICE #235 SHIPPING & RECEIVING CLERK

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 69 Pages

Introduces the student to work tasks and computer functions required of a shipping and receiving clerk. The microcomputer simulates an inventory control system on a mainframe computer. The student uses appropriate forms and interfaces with the computer to update inventory, receive and log in shipments, transfer shipments within a company structure, compare invoices and purchase orders for accuracy, prepare shipments, enter invoice information, and trace missing shipments. The student also prepares actual packages for shipment and opens incoming packages. $395 D

CHOICE #240 STATISTICAL CLERK

TRS-80 Model III -- IPM-PC

Career Exploration - Norm 2 - SM 66 Pages

Introduces the student to statistical tasks. The microcomputer simulates the large data base of a mainframe computer and the student interfaces with it to research and prepare a personnel skill chart, research and prepare an employee promotion chart, enter additional data into the system, prepare point graphs, and develop mean, median and mode average charts. $395

CHOICE #250 STOCK CLERK

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 69 Pages

Introduces the student to job tasks in this occupation. The microcomputer simulates a mainframe inventory control data base. The student interfaces with the computer to maintain perpetual inventory records, balance inventory accounts, update inventory from incoming shipments, prepare a six month inventory record and research inventory level for special production runs. The student also takes a physical inventory and prepares goods for shipment. $395 D

CHOICE #255 CHOICE-WORD (GENERIC WORD PROCESSING)

TRS-80 Model III -- Apple II -- IBM-PC

Job Skills Training - Norm 16-180 - SM 160 Pages

A complete generic word processing instruction course in 6 modules designed to introduce the student to this occupation (Introduction and Module 1), and to develop skills to an employable level. The student learns the basic functions of word processing systems and the types of command structures they use. Seven different command systems are introduced and the student performs basic word processing functions using all of them. The student enters and edits a series of documents which are evaluated for accuracy by individual character. The system can be used to develop and practice word processing skills without limit. Modules 5 and 6 include a professional text editing system and a commercial word processing user system. The student emerges from this course with employable skills and the ability to quickly adapt to the operation of any word processing system. $495

CHOICE #257 JR. TYPIST

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 56 Pages

Introduces students to typical typist job tasks and skill requirements. Spelling and grammar drills help evaluate skills and the student key enters a series of documents from both handwritten and typed rough drafts. Character evaluation of input is provided by the computer and both accuracy and speed are measured. Tasks completed using the microcomputer are then transferred directly to a typewriter for finished document production. $275 E

CHOICE #260 SR. TYPIST

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 3 - SM 56 Pages

Designed to introduce students to advanced typing tasks typical of business. Proofreading and spelling skills are evaluated and the student key enters a series of statistical documents from handwritten and typed drafts. Character evaluation of all input is given by the microcomputer for both speed and accuracy. Tasks completed on the microcomputer are then transferred to a typewriter for finished document production. $275 E

CHOICE #301 DATA PREPARATION / ENTRY CLERK

TRS-80 Model III -- Apple II -- IBM-PC

Job Skills Training - Norm 5-180 - SM 118 Pages

A job entry skills training program designed to develop student competency in computerized data input tasks. Keypad entry skills are evaluated and can be developed further, along with the student's ability to accurately enter and proofread numbers. Job tasks simulated include the entry and verification of check data, credit card vouchers, insurance invoices and utility payment cards. The student's performance in speed and accuracy in each of these tasks is evaluated and each task can be repeated as often as desired to develop or improve skills. The program features typical computer terminal simulation with input feedback and error messages to the student. $395 A

CHOICE #310 PROGRAMMER

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 4 - SM 118 Pages

Introduces the student to the concepts and methods of computer programming. Programming terms and languages are explained and the student completes a series of controlled programming tasks which are evaluated by the computer. Tasks completed include the preparation of a decision table, construction of a flowchart based on the table, input and output of print statements, error messages and listings, and entry of a simple program to solve a problem with several input variables. A program containing INPUT, GOTO and FOR NEXT structures is entered and the student constructs and enters a program for calculating sum of digits tables similar to those used in calculating bank interest payments. Programming is done in BASIC with line by line evaluation of each task by the computer. $275

CHOICE #320 SYSTEMS ANALYST

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 52 Pages

Introduces the student to analysis functions and job tasks. The student analyzes and selects the best of three given problem statements, then constructs a flowchart based on his/her selection to solve the problem. The microcomputer evaluates the flowchart. The student then designs the fields of an output form and displays these fields for evaluation on the computer. Principles of problem solution and work flow are emphasized. $275

CHOICE #330 COMPUTERIZED RESERVATION CLERK

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 3 - SM 80 Pages

Introduces the student to computerized handling of transportation and hotel reservations. Simulated telephone calls require the student to set up travel arrangements for two people. The microcomputer simulates a PARS network terminal on which the student enters queries, receives flight information, confirms reservations for outgoing and return travel, and completes ticketing information for output by the system. Manual methods of reservations are contrasted with the speed, depth and accuracy of the computerized system. The student also prepares an itinerary for a customer based on output from the PARS network simulation. $395

CHOICE #401 BANK TELLER

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 71 Pages

Introduces money and paper handling job tasks performed in banks. The student is drilled in bill regognition, check identification and verification, and the accuracy of input to a simulated bank computer terminal. The terminal simulates several transactions which the student completes including counting of opening cash, cash deposit, cash withdrawal, split deposit and balancing of daily accounts. The microcomputer evaluates all input and the student can repeat transactions to improve accuracy and develop skills. $395 A, G

CHOICE #402 BANK CLERK

TRS-80 Model III -- Apple II -- IBM-PC

Career Exploration - Norm 2 - SM 44 Pages

Introduces the job tasks of a bank verification clerk. The student uses the microcomputer as a simulated terminal to a bank's mainframe computer. He/she accesses information through the terminal and inputs new data. The student sorts, examines and signature verifies checks, enters the check numbers, account numbers and amounts into the computer and files good and bad checks separately. The student then uses the computer to balance accounts at month end and to prepare a monthly statement for submission to the customer. $395

CHOICE #403 BANK OFFICER AND MANAGER

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 2 - SM 79 Pages

Introduces bank management concepts and responsibilities. The microcomputer simulates a series of problems and situations to which the student must respond. These include decisions regarding check acceptance, dealing with a dissatisfied customer, completing a credit application, reviewing a credit application for acceptance against established criteria, completion of a promissory note and examination of an irregularity in a customer's account with appropriate action. $275

CHOICE #501 ACCOUNTANT

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 2 - SM 81 Pages

Introduces basic accounting techniques and practices. The student enters a number of business transaction on T-accounts which the microcomputer simulates. These transactions are then journalized on the microcomputer and the student then uses the newly input data to update the computer's files and output the following information: general ledger sheets, trial balance, income statement, and balance sheet. The student also uses this output to analyze the company's financial performance and to make comparisons of its margin of profit, net working capital, current ratio, current assets and liabilities. Conclusions reached by the student are input into the computer in the form of a memo which helps develop communication skills for information derived from accounting tasks. $395 A

CHOICE #503 MANAGER

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 2 - SM 71 Pages

Introduces plant management techniques and responsibilities. The microcomputer generates a series of problems and situations to which the student must respond. These include making decisions about material purchases based on product demand and production schedules, planning a materials budget, making personnel hiring decisions, designing a manpower budget, making a capital purchase decision, preparing a departmental budget, revising a budget, and preparing cost analysis graphs. The microcomputer evaluates each task and helps the student see the logic and data requirements of each decision. $395

CHOICE #504 PERSONNEL AND LABOR WORKER

TRS-80 Model III -- IBM-PC

Career Exploration - Norm 2 - SM 79 Pages

Introduces personnel management job tasks. The student responds to situations and problems generated by the microcomputer to prepare an organizational chart, complete a help wanted advertisement, review resumes, interview job applicants, prepare acceptance and rejection letters, complete insurance and tax information forms for a new employee and respond to an equal employment opportunity complaint. Responses to all tasks are evaluated by the microcomputer. $395